DOCUMENT RESUME

ED 078 276 AC 014 464

AUTHOR Veri, Clive C.
TITLE A Proposed Process for Determining Professional Behaviors Needed by Adult Education Administrators.
NOTE 29p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Administrative Personnel; *Administrator Qualifications; *Adult Educators; *Behavioral Objectives; Behavioral Science Research; Classification; *Learning Experience; Models; Research Reviews (Publications)

ABSTRACT

A review of investigations which have had as their purpose the identification of competencies needed by professional adult educators is presented. This document attempts to taxonomize in a single list the competencies which research has found, and then suggests a process whereby specific behavioral objectives can be structured which will enable learners to achieve these competencies. The following studies were reviewed: (1) The White Study, (2) The Chamberlain Study, (3) The Aker Study, (4) The Veri Study. Using data from these four studies, a total of 125 competencies were identified. An attempt to arrange the competencies into a taxonomy resulted in the following major headings: Personal Attributes, Societal Affairs, Adult Education, Adults, and Programing. A 10-step process for determining behavioral objectives is described. It is suggested that these objectives be used to design new learning experiences for learners. (CK)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 078276

A Proposed Process for Determining Professional Behaviors Needed by Adult Education Administrators

Clive C. Veri*

Introduction

Within the past fifteen years, largely as an outgrowth of the move toward specifying objectives to effect behavioral change in learners, the term "competency based instruction" has been suggested as a potential model for the development of educational programs. The model says, in essence, that there is a certain set of competencies which are needed by professional people in order for them to be maximally effective in their jobs.

In the field of adult education, there have been at least four investigations conducted which have had as their purpose the identification of competencies needed by professional adult educators. There has been no attempt, however, to move from the identification of competencies to specific behavioral objectives which can be used to reach a given competency. Thus, for example, we have a competency such as, "The successful professional adult educator has an understanding of the conditions under which adults are most likely to learn," but no one has moved from this global goal toward the specification of an array of behavioral objectives which will help adult educators attain this competency.

This paper reviews these studies, attempts to taxonomize in a single list the competencies which research has found, and then suggests a process whereby specific behavioral objectives can be structured which will enable learners to achieve these competencies.

---

*The author is Associate Dean of Extension and Associate Professor of Education at the University of Missouri - St. Louis. This paper was written as a background paper to serve as the basis of an inservice education program for Continuing Education Programmers in the University of Missouri Extension Division.

AC014464

FILMED FROM BEST AVAILABLE COPY

Review of Research

The White Study[1]

In 1950, White completed a study whose purpose was to explore the similarities of training interests in course topics for the inservice training of adult education leaders. Using the term "leaders" to mean persons who had responsibility for the management of adult education programs, the investigator developed a special inventory based on the rank order method. A leader sample of one hundred individuals was used, equally divided among the four diverse adult education programs sponsored by the American Association of University Women, public schools, proprietary schools, and personnel training. Data were collected by personal interviews. The analysis of variance technique was used to make a statistical test of the data.

With this procedure, a core of nine topics was found in which there was a high level of common interest. This core included the following topics:

1. To gain a better understanding of the basic needs which cause adults to participate in educational programs;
2. To gain a clearer insight into the changing interests of adults in vocations, religion, family, leisure time activities, health and areas of life;
3. To increase ability to apply psychological principles to the selection of objectives;
4. To acquire techniques for relating our program more closely to the needs and interests of adults;
5. To acquire techniques for relating our program more closely to the general needs of the community;

---

[1] T.J. White, "Similarity of Training Interests Among Adult Education Leaders" (unpublished Doctoral dissertation, The University of Chicago, Chicago, 1950), 175 pp.

6. To become more skillful in recognizing the community needs and resources that are important to adult education programs;

7. To develop a better understanding of the kinds of educational methods most suitable for mature people;

8. To develop a better understanding of the kinds of educational materials most suitable for mature persons; and

9. To become more familiar with procedures for "keeping up" with new developments and materials for adult education programs.

The Chamberlain Study[2]

The purpose of Chamberlain's study was to determine whether a graduate program in adult education could be described which might provide some new insights into the necessary education of professional adult educators. For this purpose, an adult educator was defined as a full-time administrator of a program of adult education regardless of academic preparation for the field.

The procedure used was to identify forty-five statements of objectives on the basis of a review of the literature and expert opinion. These objectives were then used to develop a forced choice instrument to determine the essentiality of certain competencies. The Q-sort instruments were mailed to 135 people comprised of eleven different adult education groups. Ninety people responded to the instrument.

The findings of the study resulted in a list of forty-five statements of competencies arranged on the basis of mean scores. Preceded by the phrase, "The successful professional adult educator ...," the top rated fifteen competencies were presented in the following rank order:

1. Believes that there is potentiality for growth in most people.

---

[2]M. N. Chamberlain, "The Professional Adult Educator" (unpublished Doctoral dissertation, The University of Chicago, Chicago, 1960), 226 pp.

2. Is imaginative in program development.

3. Can communicate effectively--speaks and writes well.

4. Has an understanding of the conditions under which adults are most likely to learn.

5. Is himself learning.

6. Is an effective group leader.

7. Knows himself--his values, his strengths and weaknesses.

8. Has an open mind--is willing to accept the ideas of others.

9. Has an understanding of what motivates adults to participate in programs.

10. Has a strong commitment to adult education.

11. Can organize and direct complex administrative activities.

12. Has developed a system of values about adult education.

13. Has an understanding of the structure of the community, its organization and groupings.

14. Believes that innovation and experiment are necessary to the development of the field.

15. Believes in freedom of thought and expression.

The Aker Study[3]

Aker, in 1962, performed a study for the purpose of identifying and organizing criteria that would be useful in evaluating and determining the effectiveness of graduate programs in adult education. The procedure used was to survey the literature in adult education in order to identify educational objectives of graduate programs in the field and to obtain descriptions of specific professional behaviors that could serve as criteria for the determination of these objectives. From this

---

[3]G. F. Aker, "The Identification of Criteria for Evaluating Graduate Programs in Adult Education" (unpublished Doctoral dissertation, The University of Wisconsin, Madison, 1962), 400 pp.

review, a mail questionnaire was developed to test the hypotheses that (1) there was no relationship among rankings of Professors of Adult Education as to the adequacy of criteria for evaluating their graduate programs, and (2) there were no differences in opinions among selected graduate students and doctorates in adult education as to (a) the importance of graduate study in acquiring professional knowledge, skills, and aptitudes, and (b) the extent that competence in selected behaviors should be acquired prior to entering a graduate program.

The findings of the study revealed that twenty-three behaviors (out of 223 identified in the literature) were judged to be adequate criteria for determining the achievement of educational objectives. The Kendall Coefficient of Concordance, used to test for significance of agreement among the jury of adult education professors, showed significant agreement beyond the .05 level of confidence in fourteen out of eighteen sets of rankings. In general, the graduate students and doctorates expressed the opinion that graduate study was necessary in acquiring competence for the behaviors studied.

Aker concluded that (1) each of the twenty-three behaviors studied represented an essential part of the overall job performance of the adult educator; (2) in general, adult educators need increased competence in these behaviors; (3) more competence is required in some of these behaviors before graduate study than in others; and (4) graduate programs are effective in developing competence in certain of these behaviors whereas competence in others can be acquired better through other means.

The twenty-three behaviors, described as behavioral descriptions of

the objectives of graduate study in adult education, which resulted from Aker's investigation are presented below. Note that each statement is preceded by the phrase, "The adult educator. . ."

1. Helps people control and adjust to change rather than to maintain the status-quo.

2. Intelligently observes and listens to what is being said or done and uses this information in guiding his response.

3. Selects and uses teaching methods, materials, and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learner.

4. Helps his clientele acquire the ability for critical thinking.

5. Provides an atmosphere where adults are free to search through trial-and-error without fear of institutional or inter-personal threat.

6. Identifies potential leaders and helps them to develop their potentials and capacities.

7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational objectives.

8. Is actively involved in continuing study that will increase his professional competence.

9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.

10. Actively shares, participates, and learns with the learners in the learning experiences.

11. Helps adults to actively set their goals, and provides a variety of means and opportunities for intensive self-evaluation.

12. Identifies and interprets trends that have implications for adult education.

13. Has clearly defined his unique role as an adult educator and understands his responsibility for performing it.

14. Arranges learning experiences so that the learners can integrate theory and practice.

15. Is effective in building a teaching team among lay leaders and group members.

16. Uses the process of appraisal to evaluate programs and to help clarify and change objectives.

17. Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education.

18. Makes use of the contributions of all group members through the utilization of individual talents and abilities.

19. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understanding, and skills necessary for life-long learning.

20. Objectively presents contrasting points of view.

21. Assumes the initiative in developing a strong national perception of the importance and essentially of continuing education.

22. Recognizes when the communication process is not functioning adquately or when it breaks down.

23. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education and related fields.

The Veri Study[4]

The purpose of Veri's 1968 study was to design a program of studies leading to a doctor's degree in adult education based on the expressed needs of professional adult educators. The investigation used the opinion of active practitioners who possessed the doctorate in adult education in reacting to a list of sixty learning experiences or courses in terms of how relevant the learning experiences would be to them as they performed their daily jobs.

A random sample of one hundred professional adult educators was asked to rate the learning experiences. The findings of the study were based on a return of ninety usable questionnaires. By separating the

---

[4]C. C. Veri, "The Design of a Doctoral Degree Program in Adult Education Based on the Expressed Needs of Professional Practitioners" (unpublished Doctoral dissertation, The University of Nebraska, Lincoln, Nebraska, 1968), 116 pp.

responses given by administrators, the following learning experiences were determined to be relevant for the preparation of learners planning to become administrators in adult education.

1. HISTORY AND PHILOSOPHY OF ADULT EDUCATION
   History and philosophy of the adult education movement in the United States and abroad; contemporary trends and issues.

2. DESIGNING AND EVALUATING ADULT EDUCATION PROGRAMS
   Application of the systems theory of designing adult education programs, determining needs, assessing goals, specifying objectives for behavioral change; designing and constructing evaluation devices.

3. PSYCHOLOGY OF ADULT EDUCATION
   An examination of research and theory in developmental psychology of adult life; factors which affect learning ability, achievement, and motivation; psychology of learning as it applies to the design, evaluation and improvement of effective learning experiences for adults.

4. SOCIOLOGY OF ADULT EDUCATION
   A general introduction to sociology and application of its theory and practice to adult education in the following areas: social stratification, organizations and bureaucracies, sociology of small groups, social change, innovation and diffusion, mass communications, participation, social psychology, gerontology, community development, and sociological research procedures.

5. SOCIAL CHANGE
   A critical examination of change through innovation and diffusion of knowledge; analysis of principles, theory, and research as applied to individuals, primary groups, organizations, and communities.

6. SPECIAL PROBLEMS IN ADULT EDUCATION
   A directed practicum in which the study devotes twenty hours per week (for 18 weeks) working with an administrator, teacher, or researcher in adult education, translating theory into practice.

7. MOTIVATION
   Examination of theory and research in the psychology of motivation; implications for educational theory and practice.

8. ORGANIZATION AND ADMINISTRATION OF ADULT EDUCATION AGENCIES
   Organization of adult education agencies; application of theory and principles to administering programs for adults including techniques of administration, financing, promotion, evaluation, and problems of coordination and control.

9. METHODS AND MEDIA IN ADULT EDUCATION
   An examination of the communication process, its forms and the conditions related to its effectiveness. Emphasis on using educational methods and the newer media formats in the teaching-learning process.

10. EDUCATIONAL PSYCHOLOGY: GENERAL SURVEY
    The psychological bases of education and learning; learning theories; intelligence; development of human abilities, personalities, and creativity; individual differences.

11. CULTURAL CHANGE
    Internal change and contact change in cultures, agents and conditions promoting change; an analysis of innovation, integration, diffusion, acculturation, and related concepts.

12. FUNDAMENTAL RESEARCH TECHNIQUES
    Role of research in society; procedures in the selection and evaluation of research projects; techniques of educational research; procedures in thesis writing and manuscript preparation.

13. UTILIZATION AND EVALUATION OF AUDIO-VISUAL AIDS
    A study of the importance of selection, utilization and evaluation of various A-V media as they relate to learning. Special attention is given to the unique characteristics and contributions of the media in the teaching-learning process.

14. PUBLIC RELATIONS
    Principles underlying the administration of public relations in education, development of school and community understanding, participation of laymen in planning the PR program, and cooperation through appropriate agents and agencies.

15. PERSONNEL ADMINISTRATION
    Theories of leadership and followership; selection, evaluation and control of personnel, analysis of organizational structures and factors involved in administrative relations with people.

16. INTERNSHIP IN ADULT EDUCATION
    A directed practicum in which the student devotes twenty hours per week (for 18 weeks) working with an administrator, teacher, or researcher in adult education for the purpose of determining research needs and designing a research project specific to the special areas of administration, teaching, or research.

17. BUDGET DEVELOPMENT AND CONTROL IN EDUCATION
    Preparing annual budgets in education; survey of societal trends and educational needs; development of ten year plans and proposals; basic accounting procedures for educational administrators; survey of computer uses in budget accounting.

18. PUBLIC SPEAKING
    Principles of pursuasive speaking. Adaption and application of principles to various types of audiences and for various kinds of occasions. Application of principles in deliberative and forensic situations.

19. COMMUNITY PLANNING AND ORGANIZATION
    Importance of social processes in the community; existing organizations to meet social needs; steps in creating a social plan for the community in relationship to the worker and the agency.

A Suggested Taxonomy of Competencies

Using data from these four studies, a total of 125 competencies were identified. An attempt to arrange the competencies into a taxonomy is suggested below under the major headings of Personal Attributes, Societal Affairs, Adult Education, Adults, and Programming.

1.00 Personal Attributes

1.10 Affective Skills

1.11 Knows himself (strengths and weaknesses)

1.12 Has an open mind

1.13 Is objective

1.14 Thinks critically

1.15 Believes in freedom of thought and expression

1.16 Believes in potentiality for growth in people

1.20 Professional Development Skills

1.21 Is himself learning

1.22 Actively involved in continuing study to increase professional competencies

1.30 Creativity Skills

1.31 Believes innovation and experimentation are necessary

1.32 Imaginative in program development

1.33 Helps people control and adjust to change rather than maintain status quo

1.40 Communication Skills

1.41 Understands effective communications process

1.42 Listens and observes intelligently

1.43 Effective at public speaking

1.44 Writes effectively

1.50 Administrative Skills

1.51 Understands concepts of leadership and followership

1.52 Can analyze factors involved in administrative relations with people

1.521 Personnel selection

1.522 Personnel evaluation

1.523 Controlling personnel

1.53 Can organize and direct complex administrative activities

1.54 Applies administrative theory into practice

1.55 Is an effective group leader

1.56 Can prepare and administer budgets

1.57 Has had guided experience in administration

1.60 Research Skills

1.61 Knowledgeable about scholarly work in AE and related fields

1.611 Can identify research and scholarly work

1.612 Discusses research and scholarly work

1.613 Critically evaluates research and scholarly work

1.62 Involved in research

1.621 Can select researchable topics

1.622 Designs research projects

1.623 Conducts research projects

1.63 Understands role of research in society

1.64 Can survey societal trends

1.65 Acquainted with basic sociological research procedures

2.00 Societal Affairs

2.10 Applies sociological theory into practice

2.11 Acquainted with general social psychology concepts

2.12 Has working knowledge of why people participate (in education, organizations, societal affairs)

2.13 Understands role of organizations and bureaucracies in society

2.14 Understands mass communications concepts and theories

2.15 Acquainted with the sociology of small groups

2.16 Understands theories of innovation and diffusion

2.17 Knowledgeable about integration and acculturation

2.18 Understands concepts in field of gerontology (aging)

2.19 Understands the role of vocations, religion, family, leisure time, and health

2.20 Community Development Skills

2.21 Understands structure of the community, its organization and groups

2.211 Understands existing organizations in a community which meets social needs

2.212 Understands social processes in communities

2.213 Understands basic concepts of social stratification

2.214 Can create a social plan for a community in relationship to the worker and an agency

2.22 Can apply basic community development techniques

2.221 Identifies community needs

2.222 Recognizes community resources

2.23 Relates AE programs more closely to the general needs of community

2.24 Works with people and agencies to instill in them concept of lifelong learning

2.25 Can develop school (university) and community understanding

2.30 Change Agent Skills

2.31 Identifies role of change agent

2.32 Knows how cultures change

2.33 Understands the conditions which promote change

2.34 Helps people control and adjust to change

2.35 Understands how individuals, groups and societies change

2.40 Application Skills

2.41 Aware of societal factors and forces which give rise to AE

2.42 Identifies and interprets social trends which have implications for AE

2.43 Understands role of AE in society

3.00 Adult Education

3.10 Background Skills

3.11 Knows history of AE in U.S. and abroad

3.12 Understands philosophy of AE

3.13 Acquainted with organizations performing AE

3.14 Can translate theory into practice

3.20 Professional Responsibility Skills

3.21 Has strong commitment to AE

3.22 Developed a system of values about AE

3.23 Understands his responsibility to perform AE

3.24 Has clearly defined his unique role as an adult educator and understands his responsibility for performing it

3.25 Can identify trends in AE

3.26 Knows the issues affecting AE

3.27 Assumes initiative in developing a strong national perception of importance of continuing education

3.28 Believes that innovation and experiment are necessary to the development of AE field

3.29 Can develop long range plans for AE

4.00 Adults

4.10 Understands what motivates adults to participate in AE

4.11 Understands conditions under which adults learn

4.12 Knows development of human abilities, personality and creativity

4.13 Understands concept of individual differences

4.14 Understands basic needs of adults

4.15 Understands factors which affect adult learning ability, achievement, and motivation

4.16 Uses methods, media, materials, and resources appropriate to the needs and abilities of the individual learner

4.17 Helps learners set goals and provides means and opportunities for self evaluation

4.18 Identifies potential leaders and helps them to develop their potentials and capabilities

5.00 Programming

5.10 Planning Skills

5.11 Can determine needs of adults

5.111 Involves others in planning AE programs

5.112 Can get cooperation of other agencies in planning AE programs

5.113 Makes use of all group members through utilization of individual talents and abilities

5.114 Makes use of existing values, beliefs, customs and attitudes as a starting point for behavioral objectives

5.12 Can use up-to-date techniques of curriculum design

5.121 Applies systems theory in designing AE programs

5.122 Can specify objectives for behavioral change

5.123 Understands and applies psychological principles to selection of objectives

5.124 Can apply learning theories in AE programs

5.125 Helps clientele acquire ability for critical thinking

5.126 Provides atmosphere where adults are free to search through trial and error without fear

5.20 Marketing Skills

5.21 Can promote AE programs

5.22 Understands principles underlying public relations in education

5.23 Can get cooperation of other agencies in planning and conducting AE programs

5.24 Uses laymen in publicizing AE programs

5.30 Implemenation Skills

5.31 Uses methods and materials suitable for mature learners

5.311 Can use appropriate AE teaching methods

5.312 Can select appropriate learning media and resources

5.313 Can evaluate appropriate learning media and resources

5.314 Can use appropriate learning media and resources

5.32 Utilizes the newer media in the teaching-learning process

5.33 Keeps abreast of new developments and materials used in AE programs

5.34 Develops creative and imaginative programs

5.40 Coordinating Skills

5.41 Knows how to control AE programs

5.42 Knows how to coordinate resources used in AE programs

5.43 Effective at building teaching team among lay leaders and group members

5.44 Actively shares, participates and learns with learners

5.45 Arranges learning experiences so learners can integrate theory and practice

5.46 Recognizes when communications process is not functioning adequately

5.50 Evaluation Skills

5.51 Can evaluate AE programs

5.52 Designs and constructs evaluation devices to measure behavioral change

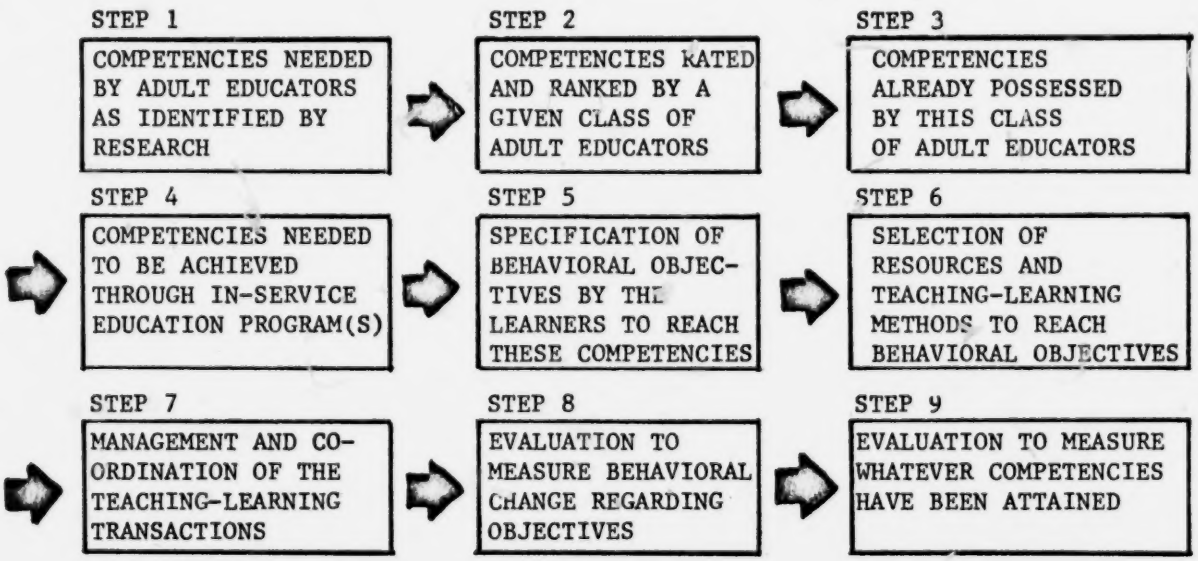
5.53 Uses process of appraisal to evaluate programs and help clarify and change objectives

A Suggested Process for Determining Behavioral Objectives

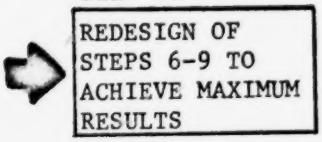
Most professionals serving in a leadership capacity in the field of adult education already possess certain competencies. Whether these competencies have been achieved through formal academic study or through on-the-job experience or through life experience is not important. What is important is that the possession of some competencies is a fact. A corollary is that not all people exhibit the same competencies or depth of achievement in a skill.

Another given is that not all adult educators feel a need to attain all of the competencies (identified above) even though the competencies were the result of research investigations. Adult educators view themselves, their jobs, and the profession through their day-to-day experiences working with diverse clientele, in various geographical regions and under different administrative directions and styles of leadership.

For these reasons, it seems logical to use a list of research-generated competencies as a point of departure for identifying competencies needed by a given class of adult educators such as Area Continuing Education Programmers, in Missouri, in the University of Missouri Extension Division. From a list of competencies identified by this group as being necessary for them to conduct the work of adult education, specific behavioral objectives to achieve these competencies can be structured. Then, following the identification of behavioral objectives, a long-range inservice education program can be designed which will have logical scope, sequence, and content. The plan can be diagrammed as follows:


STEP 1
COMPETENCIES NEEDED BY ADULT EDUCATORS AS IDENTIFIED BY RESEARCH
STEP 2
COMPETENCIES RATED AND RANKED BY A GIVEN CLASS OF ADULT EDUCATORS
STEP 3
COMPETENCIES ALREADY POSSESSED BY THIS CLASS OF ADULT EDUCATORS
STEP 4
COMPETENCIES NEEDED TO BE ACHIEVED THROUGH IN-SERVICE EDUCATION PROGRAM(S)
STEP 5
SPECIFICATION OF BEHAVIORAL OBJECTIVES BY THE LEARNERS TO REACH THESE COMPETENCIES
STEP 6
SELECTION OF RESOURCES AND TEACHING-LEARNING METHODS TO REACH BEHAVIORAL OBJECTIVES
STEP 7
MANAGEMENT AND CO-ORDINATION OF THE TEACHING-LEARNING TRANSACTIONS
STEP 8
EVALUATION TO MEASURE BEHAVIORAL CHANGE REGARDING OBJECTIVES
STEP 9
EVALUATION TO MEASURE WHATEVER COMPETENCIES HAVE BEEN ATTAINED

STEP 10



Step 1 in this proposed ten-step process has been completed. It is suggested that Area Continuing Education Programmers be surveyed to conduct Steps 2 and 3 prior to their next in-service education program. The instrument should contain the taxonomy of competencies; Programmers should rate each competency on ten-point scales according to:

1. "How important to you think this skill is to you in your present position as an Area Continuing Education Programmer?"

2. And, for each competency, "Indicate the level of skill which you feel you already possess in this competency."

Step 4 will be conducted on the basis of this survey. The specification of behavioral objectives (Step 5) shall form the "content" then for the inservice education program. That is, after an introductory workshop on "Structuring Objectives for Behavioral Change," the Programmers will be divided into five working groups (the major divisions in the suggested taxonomy); their task will be to design specific objectives which will be used to achieve the competencies they said they needed but did not possess. The results of this work will be used to implement Steps 6 through 10.

This suggested process has a few disadvantages but many advantages. Some of these are abbreviated below:

Disadvantages

1. Time-consuming to implement.

2. Level of competencies already achieved by Programmers varies greatly.

3. Usefulness of output dependent upon veracity of input.

4. Too long-range oriented; will take years to complete.

5. Who will do it?

6. It's different from what we've been doing.

Advantages

1. Based on data identified by research.

2. Involves (deeply) the learner.

3. Subscribes to up-to-date educational practices.

4. The process itself is a learning experience.

5. Will result in logical and sequential in-service education programs.

6. May alter the plan typically followed in in-service education programs (such that the learning experiences may not be face-to-face instruction once or twice a year).

7. May result in programs being designed at more than one level of sophistication (multi-track with potential for remedial or enrichment learning experiences).

8. Will identify specific behavioral objectives as specifications for any "faculty" to teach to.

9. Builds evaluation in the process at two levels.

10. Allows for redesigning the teaching-learning transactions.

11. Will enable the Programmer to learn that which he or she needs to learn.

12. Builds a rational foundation for the in-service education of Programmers.

Summary

An attempt has been made to identify a process whereby learning experiences can be meaningfully designed which will enable adult education practitioners to achieve a set of competencies needed by professionals in the field. Using data generated by research studies, and based on

the assumption that competencies can be taxonomized, the proposed process starts with the identification of competencies needed by a class of adult educators as viewed by them in their jobs. After these data are analyzed, the results will be used for the basis of an in-service education program where the potential learners identify the very specific behavioral objectives which can be utilized in attaining the competencies. These objectives, the proposal suggests, can then be used to design future learning experiences for the learners.

BIBLIOGRAPHY

Aker, G. F. "The Identification of Criteria for Evaluating Graduate Programs in Adult Education." Unpublished Doctoral dissertation, The University of Wisconsin, Madison, 1962.

Chamberlain, M. N. "The Professional Adult Educator." Unpublished Doctoral dissertation, The University of Chicago, Chicago, 1960.

Veri, C. C. "The Design of a Doctoral Program in Adult Education Based on the Expressed Needs of Professional Practioners." Unpublished Doctoral dissertation, The University of Nebraska, Lincoln, 1968.

White, T. J. "Similarity of Training Interests Among Adult Education Leaders." Unpublished Doctoral dissertation, The University of Chicago, Chicago, 1950.

ERIC Clearinghouse
JUL 23 1973
on Adult Education

NAME _____

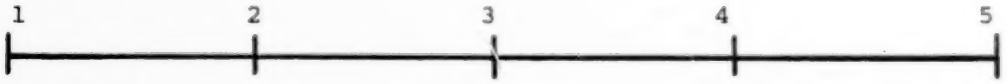
COMPETENCIES ASSESSMENT SURVEY
(For Adult Educators)

All professionals serving in a leadership capacity in the field of adult education already possess certain competencies (such as knowledge, attitudes, applicational skills). Whether these competencies have been achieved through formal academic study or through on-the-job experience or through life experience is not important. What is important is that the possession of some competencies is a fact. A corollary is that not all people exhibit the same competencies or depth of achievement in a skill, and, not all people (even performing similar jobs) need the same set of skills to perform a job well.

Below is a list of competencies derived from prior investigations which used adult educators as respondents. These represent the skills which have been judged to be needed by adult educators as they carry out their day-to-day responsibilities.

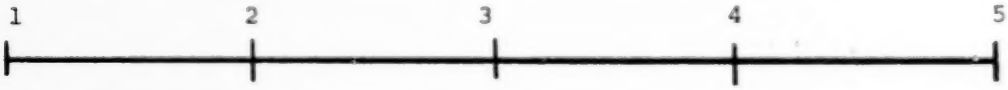
As an adult educator, you are being asked to rate the skills in two ways. First, in column A, you are to rate each skill on a 1 to 5 scale according to how important you feel the skill is to you as you carry out your day-to-day job responsibilities. Secondly, in column B, you are asked to assess your own level of competency in performing that skill.

Please use the following criteria as a guide for responding to column A:



Not Important — Don't Know — Very Important

The following criteria should be used as you respond to column B:



I cannot perform that skill too well; I need help.

So-so; I can perform that skill but could learn to do it better.

I can perform that skill well enough to teach others to do it.

As an example, using 2.12, "Has a working knowledge of why people participate (in education, organizations, societal affairs)," if you felt that the skill was somewhat important to you in performing your job, you'd insert a 4 in column A. And, if you felt your own competence in performing that skill was less than it should be you might insert a 2 in column B.

There are no "right" or "wrong" answers. Merely respond in terms of (A) how important you think each skill is to you in your present position, and (B) the level of skill you feel you already possess in each competency.

	Column A How important is the skill to you?	Column B What is your level of competence
1.00 Personal Attributes		
1.10 Affective Skills		
1.11 Knows himself (strengths and weaknesses)	☐	☐
1.12 Has an open mind	☐	☐
1.13 Is objective	☐	☐
1.14 Thinks critically	☐	☐
1.15 Believes in freedom of thought and expression	☐	☐
1.16 Believes in potentiality for growth in people	☐	☐
1.20 Professional Development Skills		
1.21 Is himself learning	☐	☐
1.22 Actively involved in continuing study to increase professional competencies	☐	☐
1.30 Creativity Skills		
1.31 Believes innovation and experimentation are necessary	☐	☐
1.32 Imaginative in program development	☐	☐
1.33 Helps people control and adjust to change rather than maintain status quo	☐	☐
1.40 Communication Skills		
1.41 Understands effective communications process	☐	☐
1.42 Listens and observes intelligently	☐	☐
1.43 Effective at public speaking	☐	☐
1.44 Writes effectively	☐	☐
1.50 Administrative Skills		
1.51 Understands concepts of leadership and followership	☐	☐
1.52 Can analyze factors involved in administrative relations with people	☐	☐
1.521 Personnel selection	☐	☐
1.522 Personnel evaluation	☐	☐
1.523 Controlling personnel	☐	☐

	Column A	Column B
1.53 Can organize and direct complex administrative activities.	☐	☐
1.54 Applies administrative theory into practice	☐	☐
1.55 Is an effective group leader.	☐	☐
1.56 Can prepare and administer budgets	☐	☐
1.57 Has had guided experience in administration	☐	☐
1.60 Research Skills		
1.61 Knowledgeable about scholarly work in AE and related fields.	☐	☐
1.611 Can identify research and scholarly work	☐	☐
1.612 Discusses research and scholarly work	☐	☐
1.613 Critically evaluates research and scholarly work.	☐	☐
1.62 Involved in research		
1.621 Can select researchable topics	☐	☐
1.622 Designs research projects	☐	☐
1.623 Conducts research projects	☐	☐
1.63 Understands role of research in society	☐	☐
1.64 Can survey societal trends	☐	☐
1.65 Acquainted with basic sociological research procedures	☐	☐
2.00 Societal Affairs		
2.10 Applies sociological theory into practice	☐	☐
2.11 Acquainted with general social psychology concepts . . .	☐	☐
2.12 Has working knowledge of why people participate (in education, organizations, societal affairs).	☐	☐
2.13 Understands role of organizations and bureaucracies in society	☐	☐
2.14 Understands mass communications concepts and theories.	☐	☐

	Column A	Column B
2.15 Acquainted with the sociology of small groups	☐	☐
2.16 Understands theories of innovation and diffusion	☐	☐
2.17 Knowledgeable about integration and acculturation . . .	☐	☐
2.18 Understands concepts in field of gerontology (aging) . .	☐	☐
2.19 Understands the role of vocations, religion, family, leisure time, and health	☐	☐
2.20 Community Development Skills		
2.21 Understands structure of the community, its organization and groups	☐	☐
2.211 Understands existing organizations in a community which meets social needs.	☐	☐
2.212 Understands social processes in communities . . .	☐	☐
2.213 Understands basic concepts of social stratification	☐	☐
2.214 Can create a social plan for a community in relationship to the worker and an agency . . .	☐	☐
2.22 Can apply basic community development techniques		
2.221 Identifies community needs.	☐	☐
2.222 Recognizes community resources	☐	☐
2.23 Relates AE programs more closely to the general needs of community	☐	☐
2.24 Works with people and agencies to instill in them concept of lifelong learning	☐	☐
2.25 Can develop school (university) and community understanding	☐	☐
2.30 Change Agent Skills		
2.31 Identifies role of change agent	☐	☐
2.32 Knows how cultures change	☐	☐
2.33 Understands the conditions which promote change.	☐	☐
2.34 Helps people control and adjust to change	☐	☐

	Column A	Column B
2.35 Understands how individuals, groups and societies change	☐	☐
2.40 Application Skills		
2.41 Aware of societal factors and forces which give rise to AE	☐	☐
2.42 Identifies and interprets social trends which have implications for AE	☐	☐
2.43 Understands role of AE in society	☐	☐
3.00 Adult Education		
3.10 Background Skills		
3.11 Knows history of AE in U.S. and abroad	☐	☐
3.12 Understands philosophy of AE	☐	☐
3.13 Acquainted with organizations performing AE	☐	☐
3.14 Can translate theory into practice	☐	☐
3.20 Professional Responsibility Skills		
3.21 Has strong commitment to AE	☐	☐
3.22 Developed a system of values about AE	☐	☐
3.23 Understands his responsibility to perform AE	☐	☐
3.24 Has clearly defined his unique role as an adult educator and understands his responsibility for performing it	☐	☐
3.25 Can identify trends in AE	☐	☐
3.26 Knows the issues affecting AE	☐	☐
3.27 Assumes initiative in developing a strong national perception of importance of continuing education	☐	☐
3.28 Believes that innovation and experiment are necessary to the development of AE field	☐	☐
3.29 Can develop long range plans for AE	☐	☐
4.00 Adults		
4.10 Understands what motivates adults to participate in AE	☐	☐

	Column A	Column B
4.11 Understands conditions under which adults learn.	☐	☐
4.12 Knows development of human abilities, personality and creativity.	☐	☐
4.13 Understands concept of individual differences	☐	☐
4.14 Understands basic needs of adults	☐	☐
4.15 Understands factors which affect adult learning ability, achievement, and motivation.	☐	☐
4.16 Uses methods, media, materials, and resources appropriate to the needs and abilities of the individual learner	☐	☐
4.17 Helps learners set goals and provides means and opportunities for self evaluation	☐	☐
4.18 Identifies potential leaders and helps them to develop their potentials and capabilities	☐	☐
5.00 Programming		
5.10 Planning Skills		
5.11 Can determine needs of adults	☐	☐
5.111 Involves others in planning AE programs	☐	☐
5.112 Can get cooperation of other agencies in planning AE programs	☐	☐
5.113 Makes use of all group members through utilization of individual talents and abilities	☐	☐
5.114 Makes use of existing values, beliefs, customs and attitudes as a starting point for behavioral objectives.	☐	☐
5.12 Can use up-to-date techniques of curriculum design	☐	☐
5.121 Applies systems theory in designing AE programs	☐	☐
5.122 Can specify objectives for behavioral change	☐	☐
5.123 Understands and applies psychological principles to selection of objectives.	☐	☐
5.124 Can apply learning theories in AE programs. . .	☐	☐

	Column A	Column B
5.125 Helps clientele acquire ability for critical thinking	☐	☐
5.126 Provides atmosphere where adults are free to search through trial and error without fear	☐	☐
5.20 Marketing Skills	☐	☐
5.21 Can promote AE programs	☐	☐
5.22 Understands principles underlying public relations in education	☐	☐
5.23 Can get cooperation of other agencies in planning and conducting AE programs	☐	☐
5.24 Uses laymen in publicizing AE programs.	☐	☐
5.30 Implemenation Skills		
5.31 Uses methods and materials suitable for mature learners	☐	☐
5.311 Can use appropriate AE teaching methods.	☐	☐
5.312 Can select appropriate learning media and resources.	☐	☐
5.313 Can evaluate appropriate learning media and resources	☐	☐
5.314 Can use appropriate learning media and resources.	☐	☐
5.32 Utilizes the newer media in the teaching-learning process	☐	☐
5.33 Keeps abreast of new developments and materials used in AE programs	☐	☐
5.34 Develops creative and imaginative programs	☐	☐
5.40 Coordinating Skills	☐	☐
5.41 Knows how to control AE programs	☐	☐
5.42 Knows how to coordinate resources used in AE programs . .	☐	☐
5.43 Effective at building teaching team among lay leaders and group members	☐	☐

	Column A	Column B
5.44 Actively shares, participates and learns with learners	☐	☐
5.45 Arranges learning experiences so learners can integrate theory and practice	☐	☐
5.46 Recognizes when communications process is not functioning adequately	☐	☐
5.50 Evaluation Skills		
5.51 Can evaluate AE programs	☐	☐
5.52 Designs and constructs evaluation devices to measure behavioral change	☐	☐
5.53 Uses process of appraisal to evaluate programs and help clarify and change objectives	☐	☐

ERIC Clearinghouse
JUL 23 1973
on Adult Education